

# On Target Metadata Training



## Objectives

At the conclusion of this module the participant will be able to:

- ❖ Discuss the five major issues in metadata training.
- ❖ Develop a metadata training workshop content based on:
  - Audience
  - Format
  - Time frame
  - Other issues
- ❖ Discuss methods to reduce training costs.
- ❖ Locate supplemental metadata materials

## **Major issues in planning and organizing metadata training**

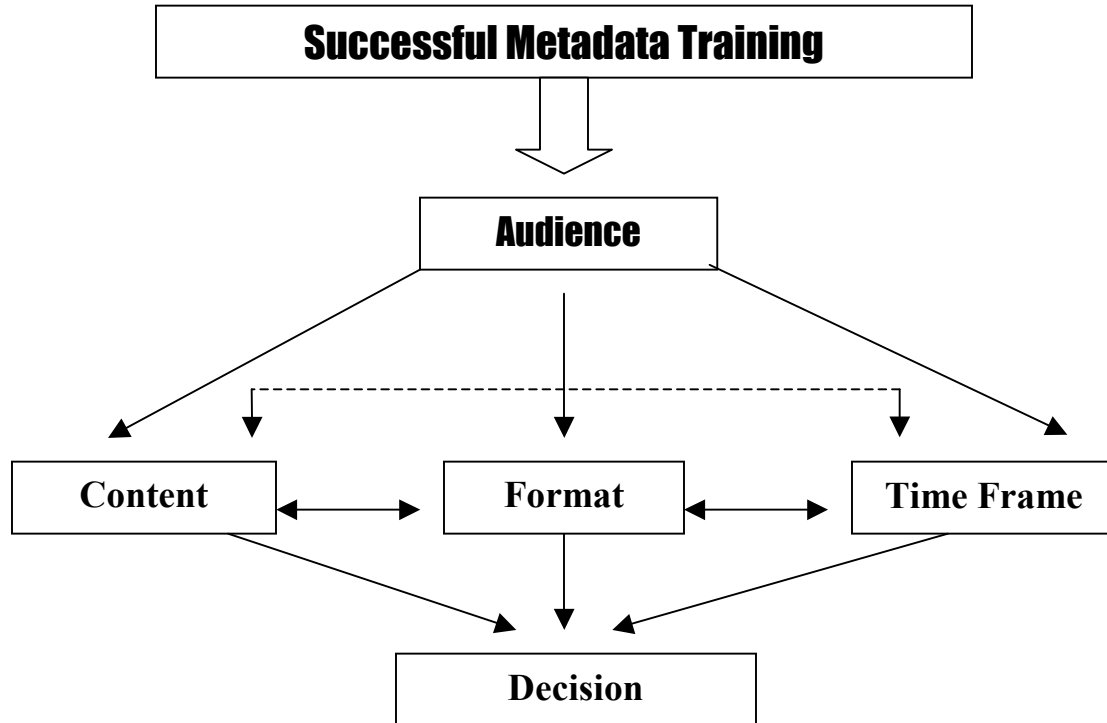
Audience  
Content  
Format  
Time frame

### **Other issues**

Facility  
Finances  
Materials

These issues are discussed from the perspective of the audience as the focal issue. In reality the other issues may take precedent.

## Successful metadata training module:



**Audience--** The audience analysis, performed earlier, will establish the audience composition, the training needs and previous experiences of the participants.

Discussion: In a typical metadata training workshop, what are the learning objectives of the participants?

**Content--** Remember not all metadata trainees will be metadata creators. Managers and metadata creators each have specific training needs and learning goals. The knowledge and skills needed as a result of training differ with each audience.

The instructor, with the organization's training coordinator, uses the audience analysis and each module's learning objectives to determine the workshop content based on the participants' training requirements. Content is a consideration that is influenced by the audience, format and time frame.

Could Know

Most occasions the training audience is a mixed group of managers and metadata creators. When this occurs you might consider rearranging the group into those with similar learning objectives and to focus course content.

### **TIP:- Mixed audience**

- schedule the managers to attend the first presentation or two covering basic concepts and corporate requirements, likely meeting the managers learning objectives . Allow the managers to depart and then continue with the ‘nitty-gritty’ of metadata creation for the metadata creators.
- have the managers attend a one to four hour presentation before or after the computer based training for the ‘metadata creator’ group.

**TIP:** Audience, time frame, scheduling (time of year) may not be the instructor’s decision. Remember the audience’s learning objectives and needs are the keys to the instructor’s decision making. Audience learning needs/expectations and goals may also have time issues that do not allow covering all pertinent content. The audience analysis will assist in determining the base content. Then instructor will need to determine the content from the must know modules then augment the modules with portions of the remaining modules to meet the participant’s knowledge and skill needs.

What is the skill level desired by the participant?

- What is metadata.
- How to make metadata a part of the institutional culture..
- How to supervise or make metadata creation possible
- How to create metadata .
- How to use a clearinghouse.
- How to create a clearinghouse node.
- How to administer a clearinghouse node.

**Format--**The level of skill desired from the training influences the training format- modified lecture or computer-based training. The metadata creator audience will likely use the computer-based training format while the needs of the manager can likely be met by the modified lecture plus other instructional methods.

Training format is influenced by the audience composition, content and time frame.

### **Other issues:**

**Facilities--** The training format, content, and audience influence the facilities required for metadata training. If the format is lecture and the content covers basic concepts and/or enabling metadata creation the facilities required are simple. However if metadata creation is a training goal then facilities with computers, metadata creation software, and likely internet connection for clearinghouse instruction will be needed.

Partnering with an agency with a training center or with a university's computer laboratory are good methods to gain access to computer facilities and to cut training costs. Exchange training students, research staff, and faculty for training makes good partnerships.

### **Materials Sources**

- FGDC
- NBII
- Other trainers

### **Finances- sharing the costs.**

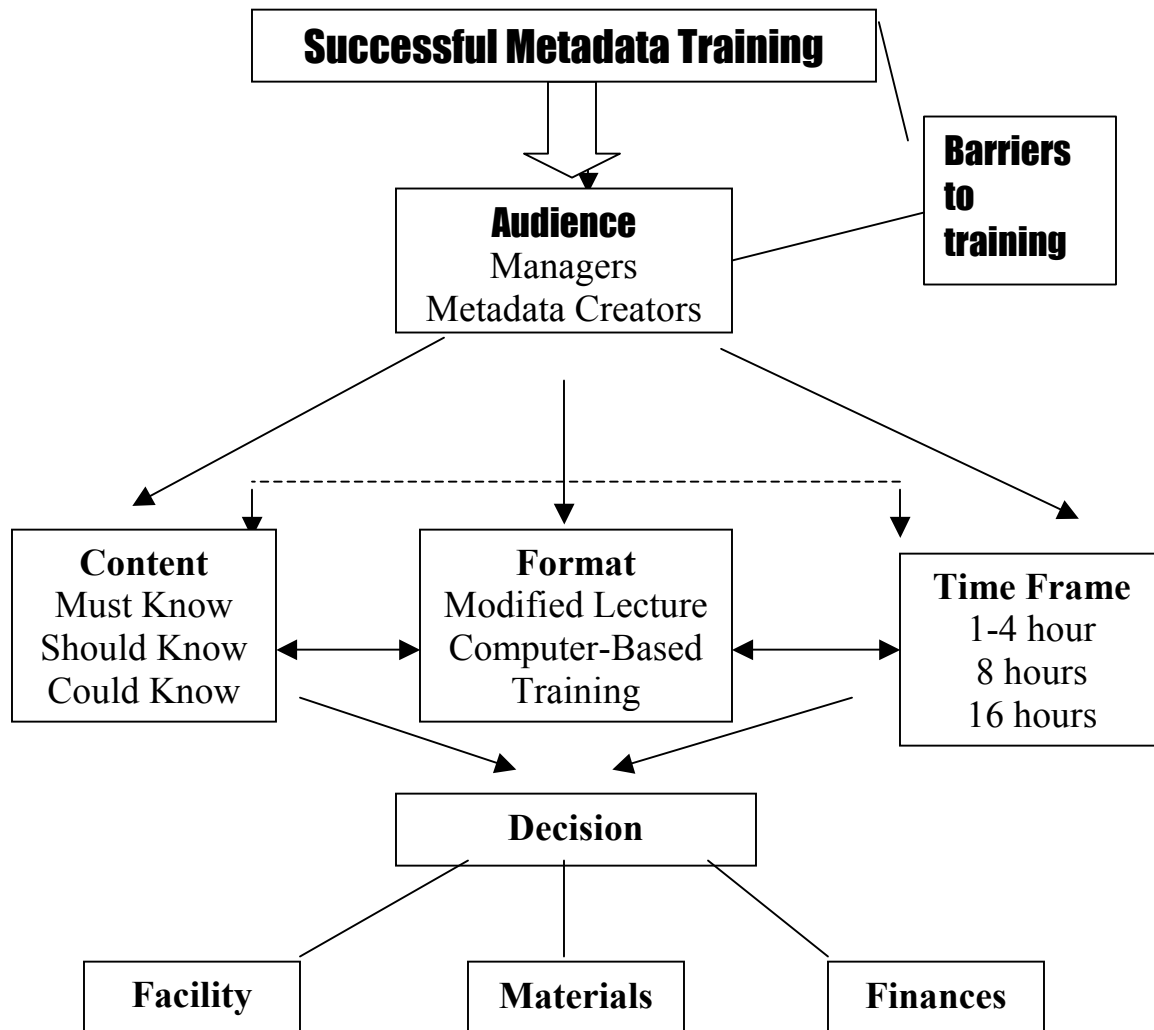
- FGDC- Don't Duck Metadata

#### Partnerships

- Us- Metadata Trainers International
- Inter/Intra agency
- Colleges/Universities
- Professional organizations

**Barriers to training-** The audience analysis may indicate other issues regarding training or perhaps the success of metadata training. Participants may perceive institutional barriers that hinder the development of metadata and hinder institutionalizing metadata creation.

**Recommendation-** If a large number of ‘metadata creators’ are trained from one organizational unit, attempt to have a debrief session with the participants and the organization’s managers. Establish with the managers the ‘safe learning environment concept’ prior to the debrief allowing the participants to discuss the barriers to creating metadata.



[illegible]

Discussion:

## Managers

## Format

## Time Frames

Given:

the format of the workshop

the previous exercise determining the learning level of the metadata modules and the individual levels of the objectives in the modules,

Determine the metadata training content for your audience/format/time frame scenario. Select the base modules and other content from the remaining modules based on the learning objectives you have outlined for the scenario.